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AUTHOR Schumacher, Sally
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ABSTRACT

A formative evaluation was made of the second phase of a Workshop-Seminar series which is part of a projected collaborative teacher education program involving the Richmond (Virginia) City Public Schools and Virginia Commonwealth University. The intent of the Collaborative Teacher Education Program (CoTEEP) is to develop a coherent program for teacher candidates progressing from observations, field placements, practica and clinical experiences to first year teaching. Inservice teachers are recognized as having a major role in the training of teacher candidates and in determining the direction and operation of the school-based activities for preservice teachers and of staff development activities as they relate to preservice education. The workshop-seminar series focused on priority areas for improving classroom teaching. This formative evaluation of the projected program delineates immediate and long-range planning needs, and develops general principles for the summative evaluation of the program. The evaluation design includes both qualitative and quantitative data obtained from a teacher questionnaire, consultant interview schedule, planning committee interview guide, participant-observation, program documents, and the project proposal. Appendices include the planning committee interview guide, the consultant's interview schedule, and the participant questionnaire. (JD)

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EVALUATION OF CoTEEP* FIELD-TESTING OF WORKSHOP-SEMINAR SERIES AND PRINCIPLES FOR SUMMATIVE EVALUATION, 1984

*Collaborative Teacher Education Program
Richmond City Public Schools
- Virginia Commonwealth University

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EVALUATION OF CoTEEP* FIELD-TESTING OF WORKSHOP-SEMINAR SERIES AND PRINCIPLES FOR SUMMATIVE EVALUATION, 1984

*Collaborative Teacher Education Program
Richmond City Public Schools - Virginia Commonwealth University

Sally Schumacher, Ph.D.
Evaluation Specialist
Virginia Commonwealth University
School of Education

Co-Directors:

Sylvia Richardson,
Richmond City Public Schools

Esther Zaret,
Virginia Commonwealth University

Graduate Assistant:

Richard Philopena

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CHAPTER I

RPS/VCU COLLABORATIVE TEACHER EDUCATION PROJECT: THE WORKSHOP-SEMINAR SERIES AND EVALUATION DESIGN

The Richmond City Public Schools - Virginia Commonwealth University Collaborative Teacher Education Project (CoTEEP) field tested the Workshop-Seminar Series from January through May, 1984. The Workshop-Seminar Series was the major component in Phase II of a projected three year teacher education program for inservice and preservice teachers. This study reports the formative evaluation of Phase II and focuses on perceptions of the workshop-seminar, delineation of immediate and long range planning needs, and development of general principles for summative evaluation of the program.

Two components of Phase II CoTEEP are innovations in teacher education. First, it is a collaborative effort by two institutions, a university and a school system, with different knowledge, resources, and expertise which are important in a common shared goal, teacher effectiveness. The projected three year task is complex, i.e. providing a planned collaborative sequence of supervised preservice education. Collaborative contrasts to cooperation where one institution is viewed as having more knowledge, resources, or expertise and the second institution complies to its requests when feasible. Collaboration implies a mutual interdependence which is collegial in nature, to produce a comprehensive program which differs from previous cooperative arrangements. Further, the resulting comprehensive program is viewed as more

effective than prior attempts by either institution. Collaboration suggests that each institution is willing to make internal institutional changes to attain the common goal of teacher effectiveness. As Lanier (1983) notes, a collaborative effort by different institutions is typically conducted in a climate of uncertainty and tension with a deductive approach to program development. Program development processes are ones of incremental decision-making rather than rationale, linear, or inductive decision-making.

The second innovative component in Phase II of CoTEEP is the planning for a collaborative sequence of teacher education which encompasses preservice and inservice program activities. Preservice education programs are usually fragmented, lack curricular articulation, and terminate with completion of the baccularate degree. CoTEEP intends to develop a coherent and internally consist program for teacher candidates from observations, field placements, practicums, clinical experiences or student teaching, to first year teaching. In addition, inservice teachers are recognized as having a major role in the training of teacher candidates and thus have a voice and choice in determining the direction and operation of the school-based activities for preservice teachers and of staff development activities as they relate to preservice education.

THE WORKSHOP-SEMINAR SERIES

The Workshop-Seminar Series field tested in Phase II of CoTEEP is the most visible result of the project begun in September, 1982. With institutional support from Richmond City Public Schools (RPS) and Virginia Commonwealth University (VCU), a Planning/Steering Committee was established to identify mutual goals and concerns and to plan a collaborative comprehensive teacher education program. The Planning Committee initially was composed of

a Principal or an Assistant Principal/Curriculum Specialist from a cluster of six RPS schools, a RPS central office representative, four representatives from the Teacher Education Division of VCU, and one representative from the Virginia Department of Education Division of Professional Development. The four elementary schools and two middle schools represent diverse programs, i.e. a model school with an emphasis on the arts, urban elementary schools, on open space middle school, and a traditional middle school. The six schools also represent diverse social-economic communities, i.e. inner city, housing project, and middle class.

The Planning Committee met monthly in 1982-83 to design preservice program components and in the fall of 1983 undertook several additional tasks: to identify the topics for a workshop-seminar series for inservice teachers, to plan the structure for a workshop-seminar series, and to seek outside funds for a collaborative teacher education project. During 1983-84, the meetings were hosted by each of the six schools and VCU. The agenda, an outgrowth of the prior meeting with additions made by any member, is organized by the host institution. Decisions are made through discussion and consensus. Discussions are lively and informative. The representative of the host institution records the minutes and all information is sent to each member.

The membership of the Planning Committee expanded in 1983-84. Because each representative has demanding responsibilities within their own institution, an alternate representative was selected to maintain communication. A teacher from each school was also selected to serve on the Committee. Thus, each school has two representatives and one alternate.

A proposed pilot study was submitted to the Virginia Department of Education Innovative Programs in December, 1983. Because of extensive prior interaction and planning, the proposal was written by the designated Co-

Directors, Evaluation Specialist and Fiscal Officer, and subsequently distributed to the Planning Committee. The proposal represented a collaborative effort in utilizing the different but essential knowledge, resources, and expertise of the two institutions. The pilot study of the workshop-seminar series was funded with the expectation of continued funding for three years beginning in July, 1984, to develop, implement and evaluate a collaborative teacher education program for preservice teachers with staff development and consultant utilization.

The workshop-seminar series was offered to 30 inservice teachers, five per school, as a university graduate education course with three hours of credit. The topics were selected in a two-step process by the faculties of the six schools, with recommendations from school and division administrators. The topics were priority areas for bringing about improvements in classroom teaching. The series was called EDU 681: "Investigations and Trends in Teaching." The topics encompassed most of the school curriculum K-8: mathematics, basic skills through the arts, integrating reading and writing, approaches to slow learners, and science. The class met on Mondays from 3:30 to 5:30 p.m. at Bellevue Model Elementary School from February 6th to June 4th. The last class meeting was held at VCU followed by a "Spring Fling" for the Planning Committee and teacher-participants.

Each of the five different workshops had to some format. Each workshop consisted of three sessions. In the first session, the consultant presented a "recent" strategy, gave passouts, and demonstrated numerous applications of the strategy with the teacher-participants in the role of students. The second session was viewing the consultant's videotapes in which he or she demonstrated the application of the strategy in two different grade levels in two of the project schools. The third session was a discussion in small

and large groups of teacher applications of the strategy. The course description stated that the "series emphasizes participation of each teacher in each session: in the initial workshop presentation; in sessions critiquing the consultant's classroom demonstrations; and in planned classroom applications to be carried out by each teacher participant, as assigned by consultants."

The Workshop-Seminar Series Coordinators, i.e. Project Co-Directors, conducted the orientation session or first meeting of the class. The schedule below was followed.

Collaborative Teacher Education Project (CoTEEP)

WORKSHOP SEMINAR SERIES
SPRING 1984

Consultants:

Dr. Patricia Duncan
Dr. Joan Fulton
Dr. Ena Gross
Mrs. Joan Oates
Dr. Richard Rezba

Calendar of Events:

FEBRUARY	6	ORIENTATION MEETING
	13	WORKSHOP ON MATHEMATICS, K-8 Dr. Ena Gross, Consultant
	-	Demonstrations in 2 classrooms 1st grade - Ginter Park Elementary School 6th grade - Binford Middle School
	20	Videotapes of Demonstrations Critique by teacher participants
	-	Applications in classrooms (Teacher participants)
	27	Follow-up and Evaluation (Consultant)

MARCH	5	WORKSHOP SEMINAR ON BASIC SKILLS THROUGH THE ARTS Mrs. Joan Oates, Consultant
	-	Demonstrations - Bellevue Elementary School
	12	Videotape of Demonstrations Critique by teacher participants and consultant
	-	Applications in classrooms (Teacher participants)
	19	Follow-up and Evaluation (Consultant)
	26	WORKSHOP SEMINAR ON INTEGRATING READING AND WRITING, K-8 Dr. Patricia H. Duncan, Consultant
		Demonstrations with small groups from 2 classrooms 2nd or 3rd grades - Fairfield Court Elementary School - Middle School
APRIL	2	Videotape of Demonstrations Critique by teacher participants and consultant
	-	Applications in classrooms (Teacher participants)
	9	Follow-up and Evaluation (Consultant)
	16	WORKSHOP SEMINAR ON APPROACHES TO SLOW LEARNERS Dr. Joan Fulton, Consultant
	-	Demonstrations in 2 classrooms 3rd grade 2nd grade
	23	SPRING BREAK
	30	Videotape of Demonstrations Critique by teacher participants and consultant
	-	Applications in classrooms (Teacher participants)
MAY	7	Follow-up and Evaluation (Consultant)
	14	WORKSHOP SEMINAR ON SCIENCE Dr. Richard Rezba, Consultant

-	Demonstrations in 2 classrooms 7th grade - Henderson Middle School 4th, 5th grades - Carver Elementary School
21	Videotapes of Demonstrations Critique by teacher participants and consultant
-	Applications in classrooms (Teacher participants)
28	Follow-up, Evaluation and SUMMARY (Revised to: June 4: Follow-up, Evaluation and Summary at VCU Spring Fling)

The Co-Directors stated that the Workshop-Seminar Series was part of a comprehensive teacher education project and additional funding for three years would be sought. The thirty teachers were also given a list of "responsibilities of teacher-participants" in the course. Responsibilities included attendance and participation, the application of the strategy in their classrooms, as assigned by the consultant, and submission of a Portfolio/Resource File on the five topics of the series. The Portfolio/Resource File would include notes on readings, records of classroom application with comments about the "classroom tryouts," materials and handouts distributed by the consultants, notes on new ideas in response to any of the topics in the series, and a summary evaluation with emphasis on the extent of its usefulness to the person. The Portfolio/Resource File would be used by the Co-Directors to determine the grade earned by each teacher-participant.

A Co-Director met with the five consultants to explain their responsibilities: three workshop sessions and a videotaping of classroom demonstrations in the project schools. Each consultant was to make the initial presentation in the first session and distribute a bibliography, handouts, if appropriate, display materials, and specific assignments for teacher partici-

pants to try out in their classroom. The videotapes would be played back to the entire seminar group for response and critique. The third session was a follow-up of the teacher-participants' applications.

Each consultant chose a strategy which represented recent research-based knowledge in teaching and could be applied in classrooms from kindergarten through eighth grade. The workshop on mathematics emphasized the use of manipulatives to teach mathematical concepts, specifically the geoboard/dot paper. The workshop on basic skills through the arts demonstrated the use of movement. The workshop on integrating reading and writing focused on a personal writing model of the teacher and the process of teaching writing. The workshop on approaches to slow learners emphasized the development of concept formation and demonstrated a concept formation strategy. The workshop on science taught the difference between inference and observation and demonstrated teacher questioning techniques which required different thinking skills by students.

FORMATIVE EVALUATION FOCUS, MODELS, AND QUESTIONS

The focus of the evaluation is the Workshop-Seminar Series, EDU 681: "Investigations and Trends in Teaching." Because the workshop-seminar series was field-tested in Phase II of CoTEEP, the evaluation is formative (Scriven, 1967). The purpose of formative evaluation is to provide valid and reliable information to modify and improve a practice to meet identified interests and needs. Formative evaluation helps determine the merit and worth of the field-tested practice (McMillan and Schumacher, 1984). Because the workshop-seminar series is one component in a projected three year teacher education project, formative evaluation was also to provide information for planning the teacher education program and summative evaluation.

The evaluation models which guided the evaluation were decision-making evaluation (Stufflebeam, 1974), and responsive evaluation (Stake, 1975 and 1976). Both approaches emphasize the collection of valid and reliable information to facilitate program planning, development, and implementation. Responsive evaluation emphasizes emergent evaluation questions and design, the interactive role of the evaluator to provide systematic feedback, and procedures to address the concerns of many audiences for any evaluation report.

The evaluation questions for this report came from many sources: the Planning Committee, the Co-Directors, the consultants, and the project proposal. Because of the formative nature of the evaluation, most questions are broad. Listed below are the questions.

Workshop-Seminar Series

1. How was the Workshop-Seminar Series planned and implemented?
2. What were the short term outcomes and long term implications of the Workshop-Seminar Series?
3. What are the perceptions, suggestions, and concerns of the consultants regarding the Workshop-Seminar Series?
4. What are the perceptions and suggestions of the teacher-participants regarding the Workshop-Seminar Series?
5. What are the perceived advantages and disadvantages of the Workshop-Seminar Series compared to other models of teacher education?

Collaborative Program Planning and Development

1. What are the accomplishments, concerns, and issues regarding a collaborative teacher education project?
2. What are the immediate and long range information needs of the Planning Committee and others?
3. What unexpected problems occurred, if any, in the implementation of Phase II, the field testing of the Workshop-Seminar Series?
4. What are the perceived advantages and disadvantages of a collaborative teacher education project?

Summative Evaluation Design and Procedures

1. What is the focus for summative evaluation?
2. Who are the audiences for the evaluation reports and what are their information needs?

3. What are the expected long term outcomes of a three year collaborative teacher education project?
4. What are the suggestions of the Planning Committee for summative evaluation?
5. Which ethical, legal, and research principles should guide an evaluation of a collaborative teacher education project?
6. What does an abbreviated literature review suggest regarding available procedures for teacher education program evaluation.

EVALUATION DESIGN AND PROCEDURES FOR PHASE II

The evaluation design for Phase II is a case study (Guba and Lincoln, 1981, and Stake, 1978). A case study design means that the focus of inquiry is one unit of analysis. The one unit of analysis is the collaborative teacher education project (CoTEEP) regardless of the number of events, participants, or phases of the program development process. The many participants, events, and processes are viewed as contrasting incidents and situations within a case study design. Unlike the findings of experimental design, the findings of a case study design are not generalizable nor predictable to other settings or populations. Case study design is most appropriate when the purpose is to discover and to understand the complexities of a single phenomenon (McMillan and Schumacher, 1984).

The evaluation design included both qualitative and quantitative data obtained from a Teacher Questionnaire, Consultant Interview Schedule, Planning Committee Interview Guide, participant-observation, program documents, and the project proposal. Program documents included the agendas and minutes of the Planning Committee, the consultants' handouts to teacher-participants, the Co-Directors' handouts to teacher-participants, and the Co-Director's materials for the consultants. All data was collected from May second to June eleventh, 1984.

The evaluator took extensive field notes on the first two sessions of the Science Workshop. Because of prior obligations she was unable to attend

other Workshop-Seminar Series sessions and the Planning Committee meetings. She provided tentative findings and suggested the summative evaluation focus and principles at the June Planning Committee meeting.

In-depth interviews were conducted with three groups: the five consultants, central office representatives of the two institutions, and designated members of the Planning Committee. The Planning Committee Interview Guide consisted of thirteen questions with a number of sub-questions. The guide was reviewed by the Co-Directors and revised. The Planning Committee Interview Guide focused on collaborative planning, field testing the Workshop-Seminar Series, the topics of the series, inservice teacher selection, apparent short term impact on teachers, unexpected consequences, short term expectations for preservice teachers, apparent impact on consultants, expected long-term project impact, summative evaluation, comparison of models of teacher education, and immediate needs. A copy of the Planning Committee Interview Guide may be found in Appendix A. The Planning Committee designated ten persons to be interviewed: one person represent each of the six project schools; one person represented the RC central office; two persons represented the Virginia Department of Education, and two persons were the Co-Directors. In addition, the evaluator interviewed with a modified guide the Assistant Superintendent for Elementary Education of RPC and the Dean of the School of Education, VCU. The interviews lasted from 35 minutes to one and three-quarters hours. The interviews were held on May 16, 21, 22, 23, 24, 29 and 30, 1984.

The Consultant's Interview Schedule consisted of eight questions which focused on an overview of the consultant's sessions, apparent impact on teachers, expected teacher difficulties, unexpected consequences, suggested

survey questions, perceived impact on the consultant, comparison of models of teacher education, and comments and suggestions for the Planning Committee. A copy of the Consultants Interview Schedule may be found in Appendix B. The interviews lasted from 35 to 60 minutes for each consultant. Interviews were held May 2, 10, 11, 15 and June 11, 1984.

The Teacher Questionnaire was developed from ideas and suggestions by the consultants and the Planning Committee. The second draft was reviewed by both Co-Directors, the Director of Elementary Education and Assistant Superintendent for Elementary Education of RPC and the Dean of the School of Education, VCU. The Questionnaire contained 43 items on a Likert scale of Strongly Agree, Agree, Disagree, and Strongly Disagree, six open-response items, and five closed-response items on demographic characteristics of the teacher-participants. The open-response items asked for their preferences for seminar topics next year, which strategies were most useful and least useful in their applications, outstanding features of the workshop-seminar series, and suggestions if another workshop-seminar series is presented. The demographic items requested information on highest degree earned, year of last graduate course in education, current teaching assignment, and if they had supervised a practicum or student teacher in the last three years. The Likert scale items contained three items on the support system, 11 items on the content and format of the workshop-seminar series, 21 items on the short term impact (seven items on general impact, nine items on impact on self, six items on school diffusion), and eight items on possible long term impact (three items on working with preservice teachers and seven items on working with inservice teachers). A copy of the Teacher Questionnaire may be found in Appendix C. The questionnaire was administered in the last meet-

ing of the Workshop-Seminar Series on June 4, 1984. Twenty-seven of the thirty teacher-participants completed the questionnaire, providing a response rate of 90%.

Data analysis was done by recognized procedures. Qualitative data from the in-depth interviews was analyzed by a two-step process. Each interview was summarized by the evaluator within 48 hours of the interview. Using a constant comparative method (Glaser and Strauss, 1967), major categories of incidents and perceptions that appeared to be similar and those that appeared to be different were noted. The Teacher Questionnaire was analyzed using descriptive statistics. The summary and implications for program development is based on data analysis techniques of triangulation (Denzin, 1978).

Chapter 2 and 3 present the data from the interviews of the Planning Committee and Consultants in narrative form, organized by the main topic of each question. Chapter 4 presents the Teacher Questionnaire data in percentages, rank order, and means. All percentages and means were rounded to the nearest tenth. In addition, the items, grouped by category, are explained in narrative format. Chapter 5 presents a summary and implications for program development and principles for summative evaluation design.

CHAPTER 2: PLANNING/STEERING COMMITTEE INTERVIEWS

This Chapter summarizes the data from the ten interviews with the Planning Committee members who have served from six months to two years on the Committee. Both Co-Directors have informally worked together since 1980 in teacher education. Some members have worked for a number of years with various university professors in teacher education. Because of the differences in length of participation on the Committee, some questions were not appropriate for all interviewees. In addition, the Dean of the School of Education, Virginia Commonwealth University, and the Assistant Superintendent of Elementary Education of Richmond Public Schools, responded to a modified version of the Planning Committee Interview Guide. The data are organized by the main topic of each question. The initial phasing of each question may be found in the Planning Committee Interview Guide in Appendix A.

Collaborative Planning (Question 2)

All participants view the functioning of CoTEEP as a collaborative effort. Each individual on the Planning Committee is considered a "strong" leader and as a group they represent a breadth of experience, knowledge, and expertise. All those directly involved in the planning and implementation of the project are on the Committee. All individuals have full-time positions of responsibility, yet they have been willing to meet monthly during the academic year. This year an alternate was designated from each

school or agency. The agendas for monthly meetings are set at the prior meeting and items may be added by anyone. The person who hosts the meeting is responsible for the agenda. Concerns and issues are discussed openly and decisions are determined by concensus.

Several suggestions were made regarding the effective functioning of the Committee because CoTEEP will be designated as a Virginia Department of Education Innovative Project cooperatively funded by three agencies for three years. As the project becomes more complex by involving other school participants and the preservice teachers, it may be necessary to redefine certain functions. One suggestion was that the Planning Committee serve as a policy-making group and the Co-Directors of the project serve in more traditional administrative roles of implementing policy, coordination, and making daily decisions within the total framework. A second concern expressed was the need to maintain consistent communication with school representatives, including the alternate.

The roles of the Dean and the Assistant Superintendent, both of whom are not members of the Planning Committee, are crucial. Both serve as advocates of the project and are supportive of the project within their own institutions. Both made institutional agreements, provided matching funds, and provided developmental monies. Both supported the idea of testing a small scale model with the potential of involving other schools at a later time.

Field Testing of the Workshop-Seminar Series (Question 3)

The interviewees felt the implementation of the Workshop-Seminar Series went smoothly despite late notification of funding. Because of extensive preplanning, the topics and format of the workshop-seminar were easily

formulated. The consultants, two of whom participated on the Planning Committee, were quickly obtained.

Two unexpected problems arose. The high interest shown by many teachers for the Workshop-Seminar made it necessary to select only five teachers per school to participate. However, the Planning Committee had not developed a formal set of criteria for teacher selection. Teacher selection procedures were decided by each school. Second, the videotaping of ten different classes among the six project schools with five different consultants required considerable coordination, technical expertise, and expense.

Workshop-Seminar Series Content or Topics (Question 4)

The workshop topics of Math, Integrating Writing and Reading, Teaching Basic Skills through the Arts, Approaches to Slow Learners, and Science, were selected through a two-step process in which teacher interests, school needs, and division goals were considered. The respondents suggested that the topics selected for next year should represent teacher interests, new tasks which teachers must perform, i.e. effective utilization of volunteers in school and working with the a-typical child, not duplicate the ongoing school division inservice training, i.e. computer literacy, and new knowledge about teaching which the university and others could identify through research.

Inservice Teacher Selection (Question 5)

Three methods were used to select the five teacher-participants from each school. One procedure was a general presentation to the entire faculty explaining that during the next three years the person would be involved in preservice and inservice teacher education. Those teachers selected indicated

an interest, had certain teaching skills, and at least three years teaching experience. A second procedure was to ask those who had worked with VCU preservice teachers, if they were interested in the course. A third method was to briefly describe the content of the course as free-of-charge with graduate credit and choose the first five who signed up.

When asked "would you do it this way again for next year," the most frequent response was "we need to establish criteria for all project schools." Most respondents said "the best teacher may not be the best cooperating teacher." Criteria should be formulated so as to exclude those teachers in the division Improvement Program, and not limit the selection to only the "top quarter of the teachers" or to those teachers with an advanced degree. Criteria most frequently stated were: desire to be involved in a three year project with an understanding of the expectations, desire to work with pre-service teachers, a history of professional growth activities or receptive to new ideas, at least three years teaching experience (one said five years), and certain teaching skills. A few respondents also suggested that project teachers should be comfortable with demonstration teaching and be able to articulate well their ideas. There was no concensus regarding whether a project teacher should have demonstrated leadership skills or have the potential for leadership development.

Apparent Short Term Impact on Teachers (Question 6)

Respondents stated that the most direct impact of the workshop-seminar was on the teacher-participants, especially in knowledge and awareness of new approaches to teaching and teaching techniques. These new strategies would require different skills in planning, use of materials, and assessing student needs. Most respondents stated that in their opinion there was

probably different skill levels in the application phase of the workshop-seminar.

Most respondents saw little direct connection between the workshop-seminar and working with preservice teachers. A few respondents said the workshop-seminar had implications for allowing preservice teachers to experiment with the strategies demonstrated and to observe a model of an inservice teacher as one who is a reflective teacher, i.e. tries out new strategies, analyzes them, critiques them, and makes modifications if necessary. One respondent said the format of the workshop-seminar was "teach and return teach" which was directly applicable to working with a preservice teacher. The teacher would use a strategy with class A and the preservice teacher would watch it. Then the preservice teacher would use the same strategy with class B and be observed by the teacher. At that point, both would be able to analyze the strategy and make modifications.

Most respondents saw more a direct connection between the workshop-seminar and teachers serving as a demonstration teacher or instructional leader. A number of respondents had already seen team leadership skills developing and sharing of ideas from the workshop by their five teacher-participants. Several felt their teachers were aware of videotaping as one method of studying one's own teaching or for staff development. A few respondents felt teachers might now have confidence in videotaping their own demonstration strategy. Several respondents were already planning ways for the five teachers to share their ideas next year with other faculty members.

Two respondents expanded on their remarks. Teachers should be more able to observe another teacher and critique the practice. Teachers should be more comfortable and less defensive with another adult observing and critiquing. Some teachers may be encouraged to take more risks through observing

the example of consultants, who are supposed to be "good," having difficulty in applying a strategy. Teachers should be more comfortable with videotaping as a tool. Teachers should be more receptive to the notion of critiquing their own practice and constantly improving one's practice.

Unexpected Consequences (Question 7)

Several interviewees were aware of unexpected consequences or "spill-over" effects. Teacher-participants shared workshop ideas and strategies within team meetings and across school subjects. One teacher-participant watched the videotaping by the consultant in her school. Several schools would like to use some consultants through inservice programs. One respondent noted that middle school teachers in elective subjects were "having an absolute blast" using good "elementary teaching techniques" and integrating the curriculum.

Preservice Teachers: Short Term Impact Expectations (Question 8)

The most consistent response to "what short term benefits did you expect preservice teachers to gain from participation in the project?" was "I had not thought about it - it's up to the Planning Committee." Several interviewees said a clearer understanding of teacher education and the expectations and committment by both the inservice and preservice teachers. Some respondents said if both the preservice and inservice teachers took the same workshop, both would have ideas on how to apply the strategies and critique them. One person suggested that it was important for preservice teachers to see experienced teachers in a learning situation and to grasp the notion that one needs to reexamine or reassess one's ideas as students and curriculum change. Two respondents indicated that by extending the

training period, avoiding duplication, and integrating the sequence in a variety of schools, the preservice teacher should be better prepared. One respondent said that training preservice teachers in a school where the norm is one of constant sharing, studying, and critiquing one's practice is better than training preservice teachers where this does not occur.

Apparent Impact on Consultants (Question 9)

Most respondents expected the consultants to evaluate their own teaching strategies and to review, analyze and criticize their own university courses or reinforce what they are doing. One respondent hoped that consultants would realize that teachers can also be positively critical, can do as good a job as professors, and have a "wealth of tips." Consultants need to verbalize what they see in their own classroom demonstrations and how they would modify it. Another respondent said professors can contribute to school development and can learn from school personnel. A classroom demonstration gives the professor essential periodic direct experience. An analogy is that the law professor should periodically try a case in a court of law.

Expected Long-Term Project Impact (Question 10)

a. Preservice Teachers

The question "if the project were implemented as planned with a workshop-seminar for teachers, with preservice teachers participating, and consultant resources utilized, how do you see the preservice teachers as being different after two years in the project than if they had not participated in such a project?" obtained varied responses. The most frequent responses were "they would be better prepared," "a better beginning teacher," and "I had not thought about it." Several interviewees said preservice

teachers would have a "better understanding of several different schools." Three respondents expanded on their remarks. The potential long term impact on preservice teachers would be a better "understanding and acceptance" of the expectations of public schools and of pupils with varied backgrounds and different learning styles. Preservice teachers would be aware of different teaching styles and different methods to meet student needs. Preservice teachers would "understand and accept" that the expectations for "these kids should be as high as anywhere." One respondent stated that the expectations should be higher for these preservice teachers than those currently being discussed for the Virginia Beginning Teacher Assistance Program. Another respondent expanded on the statement that these preservice teachers should be more "self-reliant." Although these preservice teachers would have a wider range of instructional strategies, because they would observe more teachers and have more practice time, they would also have attitudes and skills to improve one's own practice. This included being receptive to the need to "constantly improving ones' practice," being "better able observe another teacher and critiqued their practice," and "being more comfortable in being observed, critiqued and making modifications."

b. Inservice Teachers

The most frequent response regarding long term outcomes of inservice teachers was awareness of alternative strategies and current knowledge. The second most frequent response was "I have not thought about it" and "more open to ideas and willingness to try." Several respondents described an anticipated role as "an orientation to seeing themselves as a professional teacher educator and supportive of the first year teacher" and a "readiness to become a trainer of teachers." These roles meant an ability to grow

professionally, to look at one's own practice and the practice of others, to critique it, and to modify it.

Summative Evaluation (Question 11)

a. Preservice Teachers

The most frequent response regarding summative evaluation was "I had not thought about it." One person said "I've never seen written objectives." One person suggested follow-up studies from one to three years with attitudinal surveys and to see the success rate in the Beginning Teacher Assistance Program and obtaining tenure. Another interviewee suggested a comparative follow-up, focusing on how did they feel about the experience, teaching morale, and confidence. Another respondent suggested a description of the project - the preservice teachers activities, their thinking, their attitudes; observational studies of a random sample with a comparison group; structural interviews; self-report data; and a content analysis of logs/ journals.

b. Inservice Teachers

The most frequent response regarding summative evaluation of inservice teachers was "I had not thought about it." One person said if a teacher had the same observer over four years, one would expect changes. One suggestion was to look at student achievement. Several persons suggested surveys regarding teacher attitudes and confidence. One suggestion was to ascertain the usefulness of the strategies by asking the teachers for feedback each year. One suggestion was to obtain information on peer evaluation if this becomes part of the project and on teacher self-evaluation. One respondent suggested structured interviews.

Comparison of Models of Teacher Education (Question 12)

Respondents were asked the advantages and disadvantages of the collaborative planning and the workshop-seminar compared to the half-day workshop or a teacher taking a university course.

a. Advantages

The two most frequent responses were 1) this approach has mutual inquiry and interaction planned within the workshop-seminar format where both classroom teachers and university consultants study the nature of their practice, i.e. teaching strategies, and 2) the workshop-seminar topics were relevant. Several respondents noted that the workshop-seminar is more directly related to one's service but broader than a job or role focus. Several interviewees said the half-day workshop is reasonable for information-giving but not for skill development nor attitude change with feedback. One person said an ongoing staff development program is more effective. One person saw no particular advantages.

b. Disadvantages

The most frequent responses were 1) they were aware of no disadvantages and 2) the management and coordination was time-consuming and complex because the project was multi-faceted. Several interviewees suggested that there may have been too much information provided in the workshop-seminar, i.e. "information overload." One respondent suggested that a collaborative project takes a certain kind of leadership and committment which must be sustained overtime and that "if it breaks down, it will be at middle manager level."

Immediate Needs (Question 13)

Respondents were asked several specific responses to aid in future planning.

A. Given a choice of groups to work with next year, rank order the following:

2 - a. new group of 30 teachers
3 - b. select by some agreed upon procedure 2 or 3 per building from this year's teachers
2 - c. continue with the existing 30 project teachers
3 - d. continue with selected teachers from the 30 existing project teachers and add new ones
2 - e. no response

B. If these 30 teachers or some of these 30 teachers were to continue in the project next year, which of the following do you think the project should provide?

1 - a. more in-depth knowledge and skill on recent teaching strategies
3 - b. instructional leadership training i.e. working with preservice teachers
6 - c. equal emphasis to both
1 - d. 2/3 on teaching trends and 1/3 on leadership
1 - e. no response

C. If teachers are selected for instructional leadership training or working with preservice, what criteria would you suggest or how would you do it?

Most respondents referred to Question 5b as their response. The most frequent response was that the teachers selected want to participate and have a committment to the three year project. One respondent hoped there would be some discretion at building level.

D. For Principals or Curriculum Specialist: If you applied this criteria to the five teachers from your school, how many of the five would be selected?

4 - all 5
1 - 4 of the 5
0 - 3 of the 5
1 - 2 of the 5
0 - 1 of the 5
0 - none

Summary

All participants view CoTEEP functioning as a university and school system collaborative project. Because of extensive pre-planning, the Workshop-Seminar Series was implemented with little difficulty. Two unexpected problems arose: lack of project criteria for teacher selection and the management of the videotaping. Five teachers per school were selected by procedures which varied among the schools.

The topics for the Workshop-Seminar Series were selected from teacher interests, school needs, and within the framework of division goals. The format of presentation-demonstration-application-analysis and sharing was developed by the Planning Committee.

Respondents saw many advantages to a collaborative model of teacher education compared to a half day workshop or the typical university course: relevancy of topics selected, opportunity for skill development and attitude change with feedback, opportunity for both teachers and consultants to study the nature of their practice, i.e. teaching strategies. Most respondents saw no disadvantages except two: management and coordination was time consuming and complex and this project would require a sustained commitment by building level leadership.

Most respondents saw apparent impact of the Workshop-Seminar Series more on the inservice teacher than the preservice teacher. Inservice

teachers would acquire knowledge and awareness of new strategies, but skill development would vary because of the brief application periods. A few respondents said the Workshop-Seminar Series had implications for allowing a preservice teacher to experiment and to observe a model of a reflective teacher or a school in which there is constant sharing, studying, and critiquing one's practice.

With few exceptions, most respondents had not given considerable thought to the long terms impact of CoTEEP on preservice or inservice teachers. Possible long range impact on preservice teachers was "better prepared" or "a better beginning teacher." Some respondents stated that preservice teachers would have a wider range of instructional strategies, the attitudes and skills to improve one's own practice especially in observation, critiquing and modifying practices. Most respondents said inservice teachers would be aware of alternative strategies and current knowledge, however, a few stated that the inservice teachers would see themselves as professional educators. Most respondents, with a few exceptions, had not thought about summative evaluation.

Immediate needs for next year were to determine teacher selection criteria and to structure the workshop-seminar to emphasize new teaching strategies and to a lesser extent instructional leadership.

CHAPTER 3: CONSULTANTS INTERVIEWS

This chapter summarizes the data from the interviews with the five university professors who served as consultants in the Workshop-Seminar Series. Each consultant followed the same format and had, with one exception, three sessions of the Workshop-Seminar Series. The responses of the five consultants are summarized for each of the eight questions on the Consultant Interview Schedule. The data are organized by the main topic of each question. The initial phrasing of the question may be found in the Consultant Interview Schedule in Appendix B.

Overview of Consultant's Sessions (Question 1)

Each consultant made a presentation of the teaching strategy in the first session and gave passouts to the teachers. The consultant demonstrated many examples of the application of the strategy in an instructional situation by modeling the teacher behaviors and having the participants assume the role of students. The second session was viewing the consultant's videotapes. The discussion focused on analysis of the strategy by both the consultant and the teachers. Most consultants found that showing only one videotape could have utilized the entire class time, but they attempted to show highlights of the second videotape. In the third session, the teachers shared in small groups their experiences of applying the strategy in classrooms. Each consultant

read and commented on the lesson plans and materials submitted by each teacher. The reading-writing consultant also had participants complete a sentence evaluation in the first and third session and do a student inventory with a small number of students. The science consultant required both a lesson plan and a tape recording of teacher questions in a class discussion.

The consultants chose a strategy which could be applied to all school subjects and grade levels. This was easier to do in some content or skill areas than others. The consultants, as a group, emphasized positive feedback in their written remarks on teacher lesson plans. There was insufficient time for individual follow-up conferences with each teacher.

Apparent Impact on Teachers (Question 2)

The consultants recognized three areas in which the workshop-seminar effected teachers. First, all teachers understood and got excited about the strategy or approach to teaching. This encompassed such ideas as: 1) it is essential to use manipulatives when teaching mathematical concepts; 2) there is a general process for the teaching of writing and it is important to evaluate pupil's development of ideas in addition to mechanics in the early school years; 3) it is possible to teach basic skills through movement and some students learn more through this strategy; 4) slow learners can learn when they are presented more information to develop thinking skills and that understanding thirteen main concepts and three sub-concepts for a cluster is a reasonable expectation for one year of schooling, and 5) teachers can control student thinking by the kinds of questions (four kinds) they ask and the amount of teacher "waiting" time for the response.

Second, all teachers with the exception of two, developed a "usable strategy." In other words, there was a ninety-five percent success rate.

Third, much of the impact was intended to be on teacher attitudes. Consultants observed that teachers became aware of many available alternatives and began to question their own instructional approach.

In summary, the consultants said "it worked!," "I was really pleased," "really terrific discussions," and notebooks and lessons plans "were fantastic." However, every consultant noted that they were referring to only short term outcomes of the Workshop-Seminar Series. They had no method of assessing long term outcomes.

Expected Teacher Difficulties (Question 3)

Each consultant had expected certain difficulties or teacher resistance to the strategy from their previous experiences in other workshops or university courses or from the framework imposed by the workshop-seminar. Several noted that the subject matter was difficult, i.e. mathematics, teaching for concept development, the teaching of writing. Several noted that they had to synthesize what usually takes eight or more sessions into three sessions. Certain topics such as the personal writing model and understanding a concept required more time than was available.

Unexpected Consequences (Question 4)

One consultant reported that the media specialist, after working with her in videotaping of the lesson, borrowed all of the consultant's passouts. A second consultant reported that teachers became more conscious of behaviors other than questioning techniques from listening to their own tapes. The other consultants were not aware of any unexpected consequences.

Survey Questions (Question 5)

Each consultant suggested a number of questions to ask on the teacher questionnaire to be administered in the last workshop-seminar session.

Preceived Impact on the Consultants (Question 6)

Each consultant specified a number of insights they acquired through the workshop-seminar. Among those mentioned were: "the research related to teaching writing to young children is on target;" "my workshop materials were very effective;" the consultant needs to help "teachers ask appropriate questions and develop observation skills; "I got some new ideas from teachers' application of the strategy; "the first step is to learn what a concept is, and that without a sufficient knowledge-base, a videotape may not be effective." One comment was "experienced teachers can be incredibly resistent to taping, but these same teachers, once they have done it, can see the benefits and not view taping as threatening." In addition, each consultant gained personal insights about their teaching from their own videotapes.

Comparison of Models of Teacher Education (Question 7)

The consultants, in comparing this model of formal collaborative planning for a workshop-seminar to a half-day inservice training or teaching a university course, mentioned a number of advantages: the support system of five teachers from the same school and all thirty teachers from the same school division, the university responding to teacher interests, and the provision of five different approaches which were applicable from K-8 in all school subjects. Compared to these consultants' prior experiences in half-day workshops, the three sessions allowed them to require teacher application of the strategy, to begin initial skill development, and to provide written

consultant feedback to the participants. The workshop-seminar format allowed teachers to get the "best of each consultant" in one semester whereas it would normally take two and a half semesters at a university. Two consultants suggested that the long range outcome should be a mutual understanding of the target behaviors and attitudes of VCU preservice teachers by the university supervisor and the cooperating teacher.

Concerns regarding the collaborative model of teacher education, especially in the field testing phase of the Workshop-Seminar Series, were also mentioned. Consultants suggested teacher-participants should be selected or at least screened if the workshop-seminar is offered free-of-charge. Most consultants noted the unusual amount of time required in preparing their workshop. One consultant spent 28 1/2 hours preparation for 6 hours of workshop on a topic which she is very knowledgeable. Several consultants had to edit their videotapes. The format of presentation-demonstration-application-sharing may have been "overdone" with five strategies. The three sessions per topic limited any attempt to go "in-depth."

Planning Committee Feedback (Questions 8 and 7c)

The consultants provided the following ideas and suggestions for the CoTEEP Planning Committee.

1. The format of presentation-demonstration-application-analysis-sharing is "on the whole very good."

2. Specific suggestions for management of a similar workshop-seminar series included a) uniform criteria should be used for early selection of teachers; b) the effectiveness of videotaping varies with the strategy and teacher observation skills; c) the coordination of the videotaping could be improved; d) it is more effective to critique one tape in depth; e) consul-

tants' expectations should be very explicit; and f) one should expect "content area" teachers to be resistent to anything outside their subject.

3. The consultants differed in possible effect of the Workshop-Seminar Series on preservice teachers. In general, they saw only an indirect effect, since most preservice teachers would at least be aware of the strategies from their professional courses. However, the workshop-seminar might facilitate communication between the preservice teachers, cooperating teachers, and university supervisors. Several consultants suggested that it might help a preservice teacher see an experienced teacher try out new strategies. Experienced teachers tend to ask important questions when most preservice teachers are usually not ready to ask provocative questions.

4. The consultants consistently stated that what they emphasized was awareness of alternative teaching strategies and attitudes because of the brief time allocated to each professor. The consultants recognized different levels of skills in the teacher applications but they could not attribute these skills to the workshop. They viewed a continuum of awareness which leads to practice and skill development which leads to evaluation of one's own teaching style. Awareness was the short term goal and the next step would be more in-depth application.

5. The consultants suggested the following needs to be addressed and communicated for future workshop-seminar planning. The "reflective specifics" need to be decided and a clear specification of long term project goals. As one consultant expressed it, "what is the underlying purpose of the project? Do the consultants have an understanding of this purpose so the strategies selected are related to this purpose?"

Summary

The Workshop-Seminar Series consisted of three sessions on a different topic conducted by a different consultant. The topics were: Mathematics, Basic Skills through the Arts, Integrating Reading and Writing, Approaches to Slow Learners, and Science. Each consultant selected a strategy with implicit values/attitudes which was applicable to K-8 grades. The strategies were: manipulatives are necessary to teach math concepts, basic skills can be taught with movement, writing should be integrated with reading, slow learners can acquire knowledge and skills through concept formation, and teacher questions and "waiting" time influence student thinking skills. Each consultant prepared for anticipated teacher difficulty or resistance. The format was similar for all five workshops: presentation, demonstration, application, sharing.

The consultants were "really pleased" with the results and said the Workshop-Seminar Series "worked." Three outcomes of the teacher-participants were noted. All teachers understood and got excited about the strategy or approach. Over 90 percent of the teachers developed a useable strategy. Teachers became aware that there were many alternatives available and began questioning their own instructional approach. The consultants said these were short term outcomes. They could not attribute skill development to the workshop because of the limited time for each consultant in the series. The consultants saw only an indirect impact of the Workshop-Seminar Series on preservice teachers because most teacher candidates would have knowledge of these strategies from their professional courses. However, there would be an increased mutual understanding of the target behaviors and attitudes by the preservice teacher, cooperating teacher, and university supervisor.

The consultants developed additional insights about conducting a workshop with videotapes and about the particular strategy or approach they demonstrated. In addition, they acquired knowledge about their own personal teaching from the videotapes.

The consultants saw several advantages to the collaborative model of teacher education as compared to a half-day workshop or a typical university course. One disadvantage they noted was the unusual preparation time necessary for their three sessions.

In general, the consultants viewed the format of presentation, demonstration, application, and sharing "on the whole as good." A number of suggestions for management of a similar series were made. The consultants also suggested that the next step should be more in-depth knowledge acquisition and skill development. The consultants would like more direction regarding the "reflective specifics" and a clear delineation of long term project goals and the relationships of project components to these goals.

CHAPTER 4: SURVEY OF TEACHER-PARTICIPANTS

This Chapter presents the data from the Teacher Questionnaire administered to 27 of the 30 teacher-participants on June 4, 1984. The data are reported as frequencies, percentages, and means. All tabulations were calculated to the nearest tenth of a number and rounded. The data are presented in the following Charts: Demographic Characteristics of Teacher-Participants (Chart I), Support System (Chart II), Workshop Content/Format (Chart III), Short Term Impact: General (Chart IV), Short Term Impact: Self (Chart V), Short Term Impact: School Diffusion (Chart VI), Long Term Impact: Preservice Teachers (Chart VII), Long Term Impact: Non-CoTEEP Inservice Teachers (Chart VIII), Strategies Most Useful (Chart IX), Strategies Least Useful (Chart X), Reasons for Enrollment (Chart XI), Directions for Next Year, 1984-85 (Chart XII), Outstanding Features of Workshop-Seminar Series (Chart XIII), Recommended Changes (Chart XIV). Each chart is explained with a narrative statement. A copy of the Teacher Questionnaire may be found in Appendix C.

Demographic Characteristics of Teacher-Participants

The highest degree earned by 59% of the teacher-participants was a Bachelors degree. Forty-one percent or eleven of the teachers had earned a Master's degree. The Master degrees were earned in the following fields: Elementary Education (6), Special Education (2), Administration and Super-

vision (1), Early Childhood (1), and Guidance (1). Fourteen of the 27 teacher-participants had taken their last graduate education course during the last three years (1982-1984); nine had taken a graduate education course in 1981 or 1982; and three had taken their last graduate education course more than five years ago. (See Chart I)

Although the selection process determined the school level of the teacher-participants, i.e. 66% elementary school and 33% middle school; the total population represented diverse teaching assignments. Fifteen or half of the teacher-participants were elementary classroom teachers: pre-kindergarten (2 teachers), kindergarten (4 teachers), first grader (3 teachers), third grade (4 teachers), and fifth grade (2 teachers). Seven teachers taught middle school subjects: mathematics (5 teachers), social studies (1 teacher), and music (1 teacher). Five teachers taught in special situations: special education (3 teachers) and reading specialists (2 teachers).

During the last three years, 67% of the teacher-participants had supervised VCU practicum or field placement students and 33% had not. During the last three years, 26% of the teacher-participants had supervised a student teacher and 67% had not. (See Chart I)

CHART I

DEMOGRAPHIC CHARACTERISTICS OF TEACHER-PARTICIPANTS

N = 27

1. Highest degree earned:

59% Bachelor's degree
41% Master's degree in _____
0% Advanced Certificate in _____

2. My last graduate course was taken in:

5 - 1984
5 - 1983
4 - 1982
4 - 1981
5 - 1980
1 - 1979
2 - 1978
1 - no response

3. A. My current teaching assignment is in:

19 - an elementary school
8 - a middle school

B. My current teaching assignment is:

15 - elementary classroom teacher (Pre-K, K, first, second, third, fifth grades)
5 - mathematics (remedial, sixth, seventh, eighth grades)
3 - special education (primary, elementary, middle school)
2 - reading specialist (elementary, middle school)
1 - social studies
1 - music (sixth to eighth grades)

4. Supervised VCU practicum/field placement students during the last three years:

67% Yes
33% No

5. Supervised a student teacher during the last three years:

67% No
26% Yes
7% No Response

CHART II

SUPPORT SYSTEM

N = 27	SA	A	D	SD*
1. I enjoyed taking a university course with only Richmond City teachers.	41%	41%	15%	4%
2. Taking the workshop-seminar with four other teachers from my building was beneficial to me.	67%	26%	0%	7%
3. My building administrator(s) was (were) interested in what I was doing in the workshop-seminar.	33%	41%	19%	7%

* SA = strongly agree; A = agree; D = disagree; SD = strongly disagree

Support System

Over seventy-four percent of the teachers perceived three sources of support for their participation in the Workshop-Seminar Series. Ninety-three percent of the teachers felt support from other building teachers, while 81% and 74% of the teachers, respectively, enjoyed taking a university course with only teachers of their school division and felt their building administrators were interested (See Chart II).

CHART III

WORKSHOP CONTENT/FORMAT

N = 27	SA	A	D	SD	NR*
4. I liked the topics because they touched on most parts of the school curriculum.	33%	52%	7%	4%	4%
5. Each part of the workshop-seminar was beneficial to me: presentation and passouts, videotaped demonstration, my application, analysis of my application, and sharing my application with others.	15%	52%	22%	4%	7%
6. I enjoyed having 5 different consultants in one course.	31%	54%	12%	4%	4%
7. The purpose of showing a videotape demonstration is to judge the consultant.	0%	7%	48%	44%	0%
8. The consultant's videotape helped me understand how to apply the strategy with students.	15%	48%	26%	11%	0%
9. The tape helped me to see how the consultants analyzed their demonstrations.	11%	52%	33%	4%	0%
10. It helped me to hear how other teachers analyzed the videotapes.	7%	74%	15%	4%	0%
11. I learned more about the strategy when I applied it myself in a classroom.	52%	44%	4%	0%	0%
12. I had adequate time to use the strategy with students.	7%	41%	37%	15%	0%
13. I found it difficult to figure out why a strategy "worked" or did "not work" with my students.	4%	22%	56%	19%	0%
14. I gained additional insights about the strategy from other teachers sharing their classroom applications.	30%	56%	11%	0%	4%

* SA = strongly agree; A = agree; D = disagree; SD = strongly disagree; NR = no response

Workshop Content/Format

Eleven questions focused on the content and the format of the Workshop-Seminar Series. Eighty-five percent of the teachers liked the breadth of the topics and enjoyed having five different consultants in one course. Ninety-six percent of the teachers learned more about the strategy when they applied it in their own classroom while 86% of the teachers gained additional insights about the strategy from other teachers sharing their classroom applications, and 81% from hearing how other teachers analyzed the videotapes. Seventy-five percent of the teachers had no difficulty in figuring out why a strategy "worked" or did "not work" with their students. This knowledge about use of the strategy occurred even when 50% of the teachers reported that they did not have adequate time to use the strategy with students. Although 92% of the teachers thought the purpose of showing a videotape was not to judge the consultant, only 63% of the teachers gained further understanding about the application of the strategy by viewing the videotape or hearing how the consultants analyzed their demonstrations (See Chart III).

CHART IV

SHORT TERM IMPACT: GENERAL

N = 27	SA	A	D	SD	NR*
15. Many of the principles of teaching emphasized in the workshop-seminar are applicable to all school subjects.	37%	41%	22%	0%	0%
16. The workshop-seminar met my expectations.	19%	41%	33%	7%	0%
17. I have more knowledge about some recent teaching trends because of the workshop-seminar.	30%	48%	19%	4%	0%
18. I prefer workshops which focus more in-depth on one or two teaching strategies rather than five strategies.	41%	22%	30%	7%	0%
19. I would like the consultants to observe my application of the strategy.	11%	44%	37%	4%	4%
20. The workshop format (presentation-demonstration-application-analysis-sharing) is more beneficial than a half-day workshop of presentation/ lecture.	33%	56%	11%	0%	0%
21. The workshop format (presentation-application-analysis-sharing) is more beneficial than the typical university course.	22%	59%	15%	0%	4%

* SA = strongly agree; A = agree; D = disagree; SD = strongly disagree; NR - no response.

Short Term Impact: General

Eighty-nine percent and 81% of the teachers felt the workshop format (presentation-demonstration-application-analysis-sharing) was more beneficial than a half-day workshop of presentation/lecture or than the typical university course, respectively. Seventy-eight percent of the teachers thought many of the principles of teaching emphasized were applicable to all school

subjects and that they now have more knowledge about some recent teaching trends because of the workshop-seminar series. Sixty-three percent of the teachers prefer workshops which focus on one or two strategies rather than five strategies. Sixty percent of the respondents stated that the workshop met their expectations. Fifty-five percent of the teachers would like the consultants to observe their applications of the strategy while 41% would not and 4% did not respond (See Chart IV).

CHART V

SHORT TERM IMPACT: SELF

N = 27	SA	A	D	SD	NR*
22. The teaching strategies presented by the consultants were "new" to me.	0%	33%	56%	11%	0%
23. I found most students responded positively to these "new" strategies.	26%	63%	7%	4%	0%
24. In using the strategies, I gained additional insights about my students as individuals.	22%	59%	19%	0%	0%
25. In using the strategies, I gained additional insights about how my students learn.	19%	74%	7%	0%	0%
26. In using the strategies, I gained insights about how to evaluate students.	15%	52%	30%	4%	0%
27. I already knew how to plan a lesson with most of these strategies.	19%	63%	22%	0%	0%
28. I gained additional insights about how to analyze a lesson from the workshop-seminar.	7%	70%	19%	4%	0%
29. I gained additional insights about myself as a professional teacher from the workshop-seminar.	19%	56%	15%	7%	4%

* SA = strongly agree; A = agree; D = disagree; SD = strongly disagree; NR = no response

Short Term Impact: Self

Ninety-eight percent of the teachers found most students responded positively to these "new" strategies. Most teachers found that in using the strategies, they gained additional insights about how students learn (93%), about their students as individuals (81%), and about how to evaluate their students (67%). Although thirty-three percent of the teachers said the strategies presented by the consultants were "new" to them, only 22% said they did not know how to plan a lesson with most of the strategies. Seventy-seven percent of the population gained additional insights about how to analyze a lesson and 75% gained additional insights about themselves as a professional teacher (See Chart V).

CHART VI

SHORT TERM IMPACT: SCHOOL DIFFUSION

N = 27	SA	A	D	SD	NR*
30. Next year I plan to develop additional teaching strategies based on what I have learned.	37%	59%	0%	4%	0%
31. I discussed some of the strategies with teachers not in the workshop.	26%	74%	0%	0%	0%
32. I shared the work my students completed (when I applied the strategy) with teachers not in the workshop.	22%	48%	26%	4%	0%
33. I shared some of the consultants' passouts with teachers not in the workshop.	7%	52%	41%	0%	0%
34. I discussed with an administrator or team leader ways to share with other teachers what I learned.	11%	44%	37%	7%	0%
35. I knew before the first workshop-seminar meeting that it was part of the CoTEEP project.	19%	44%	26%	7%	4%

* SA = strongly agree; A = agree; D = disagree; SD = strongly disagree; NR = no response

Short Term Impact: School Diffusion

Ninety-six percent of the teachers plan to develop additional teaching strategies based on what they had learned. All (100%) of the teachers discussed some of the strategies with non-CoTEEP teachers and 70% of the teachers shared student work with non-CoTEEP teachers. Fifty-nine percent of the teachers shared some of the consultants' passout with non-CoTEEP teachers and 55% of the teachers discussed with an administrator or team leader ways to share with other teachers what they had learned. Sixty-three

percent of the teachers knew before the first workshop-seminar meeting that it was part of the CoTEEP project (See Chart VI).

CHART VII

LONG TERM IMPACT: PRESERVICE TEACHERS

N = 27	SA	A	D	SD	NR*
36. This workshop-seminar will enable me to better supervise preservice teachers.	19%	63%	19%	0%	0%
37. I would feel comfortable in demonstrating these strategies with my students to preservice teachers.	27%	56%	19%	0%	0%
38. I feel more comfortable in analyzing a preservice teacher's performance after this workshop.	15%	63%	15%	7%	0%

* SA = strongly agree; A = agree; D = disagree; SD = strongly disagree; NR = no response

Long Term Impact: Preservice Teachers

Over eighty percent of the teachers thought the workshop-seminar would help them better supervise preservice teachers (82%) and that they would feel comfortable in demonstrating these strategies to a preservice teacher (83%). Seventy-eight percent of the population felt more comfortable in analyzing a preservice teacher's performance after the workshop-seminar (See Chart VII).

CHART VIII

LONG TERM IMPACT: NON-CoTEEP INSERVICE TEACHERS

N = 27	SA	A	D	SD	NR*
39. I feel comfortable in sharing a strategy I learned with my fellow teachers.	22%	70%	7%	0%	0%
40. I feel comfortable in cooperatively working with another teacher in developing a classroom strategy for them to use.	22%	70%	7%	0%	0%
41. I feel comfortable in demonstrating with my students for other teachers to observe.	19%	66%	15%	0%	0%
42. I feel comfortable in sharing a videotape of my classroom demonstration with my fellow teachers.	11%	59%	27%	4%	0%
43. The purpose of showing a videotape demonstration to teachers is to learn how to analyze and constructively criticize the strategy.	19%	70%	4%	4%	4%

* SA = strongly agree; A = agree; D = disagree; SD = strongly disagree; NR = no response

Long Term Impact: Non-CoTEEP Inservice Teachers

Ninety-two percent of the teachers feel comfortable in sharing a strategy with non-CoTEEP teachers and cooperatively working with another teacher to develop a strategy for them to use. Eighty-five percent of the teachers feel comfortable in demonstrating with their students for other teachers to observe. Although eighty-nine percent of the teachers said the purpose of showing a videotape demonstration was to learn how to analyze and constructively criticize the strategy, only 70% feel comfortable in sharing a videotape-demonstration with fellow teachers (See Chart VIII).

CHART IX

STRATEGIES MOST USEFUL

44. A. Of the five strategies you applied, which ones were most useful?

14 - Approaches to slow learners
11 - Integrating reading and writing
9 - Teacher questioning strategies in science
7 - Use of manipulatives in mathematics
5 - Basic skills through the arts
2 - Other
2 - No response

44. B. Why?

10 - Helped teacher grow professionally
7 - Fit in well with content area
4 - Helped with slow learners
4 - Effective at motivation of students
2 - Other
2 - No response

Strategies Most Useful

The following strategies, in rank order, were considered useful: approaches to slow learners (14 comments), integrating reading and writing (11 comments), teacher questioning strategies in science (9 comments), use of manipulatives in mathematics (7 comments), and basic skills through the arts (5 comments).

When asked why a strategy was considered useful, the most frequent response (10 comments) was that it helped them grow professionally. The responses were: "I learned new teaching trends" (5 comments); "I gained better insight into how children learn" (2 comments); "It gave me new ideas" (1 comment); "It reminded me of methods I was taught in school but never used" (1 comment); and "It helped me to present material I ordinarily don't like" (1 comment).

The second most frequent reason (7 comments) for considering a strategy useful was if it directly related to the teacher's content area. The responses given were: "The strategies fit in well with the content area I teach" (5 comments); "It was useful in teaching subject matter" (1 comment); "It brought new life to the subject being taught" (1 comment).

Other reasons stated for considering a strategy useful were its effectiveness in working with slow learners (4 comments) and in motivating students (4 comments). Two other comments relating to the usefulness of a strategy were: "The strategies were adaptable to other subject areas", and "I got good results from the lesson and student responses" (See Chart IX).

CHART X

STRATEGIES LEAST USEFUL

45. A. Of the five strategies you applied, which ones were least useful?

8 - Basic skills through the arts
7 - Use of manipulatives in mathematics
4 - Approaches to slow learners
3 - Integrating reading and writing
1 - Teacher questioning strategies in science
5 - No response

45. B. Why?

9 - Information not useful
4 - Difficult to apply
4 - Format of workshop-seminar
4 - Perceived constraints
3 - All strategies were useful
2 - Consultant's presentation
4 - No response

Strategies Least Useful

Two strategies most frequently seen as least useful were basic skills through the arts (8 comments) and use of manipulatives in mathematics

(7 comments). Other strategies also mentioned were approaches to slow learners (4 comments), integrating reading and writing (3 comments), and teacher questioning strategies in science (1 comment). Five of the 27 respondents gave no response.

The most frequent reason given for viewing strategy as not useful was the perceived newness or applicability of the strategy. The responses included: "Not relevant to teaching in my content area" (4 comments), "I don't consider this to be a new trend in teaching" (2 comments), "I am already using the strategy" (2 comments), and "I didn't think the strategy was that informative" (1 comment).

Other responses given for viewing a strategy as not useful were: difficulty in its application (4 comments), the format of the workshop (4 comments), and teacher perceived constraints (4 comments). The responses were: "The class did not seem interested in doing the lesson and I had a difficult time motivating my students"; "I feel a better foundation was needed for the strategy" or "There was too much material presented"; and "I didn't have adequate time to do an effective job on the strategy". Several comments noted perceived constraints such as "My school's objectives don't allow for deviation from the established plan"; "The resources to do the strategy weren't available and I didn't have time to make them"; and "I found the strategy insulting to my students".

Two responses relating to the consultant's role were: "The strategy wasn't presented in a motivating way," and "The presentation of the strategy was confusing - I had difficulty following it."

Three responses were "I felt <u>all</u> the strategies was useful" (See Chart X).

CHART XI

REASONS FOR ENROLLMENT

N = 27

46. I enrolled in the workshop-seminar to:

78% - learn about new trends in teaching
7% - obtain free-of-charge 3 hours of graduate credit
7% - learn to better supervise preservice teachers
0% - attend a course with other teachers from my building
0% - satisfy an administration request
0% - no response

Enrollment Reasons

Seventy-eight percent of the teachers enrolled in the Workshop-Seminar Series to learn about new trends in teaching. Other responses were to obtain a free-of-charge 3 hours of graduate credit (7%) and to learn to better supervise preservice teachers (7%) (See Chart XI).

CHART XII

DIRECTIONS FOR NEXT YEAR, 1984-85

N = 27

47. We need your preferences for next year. Please rank order your first choice, second choice, and third choice.

If follow-up workshop-seminars such as those listed below were offered, which would you choose?

(means)

2.5 Continuation of the workshop-seminar on trends in teaching: (rank order)
- 21 approaches to slow learners
- 18 integrating reading and writing
- 14 mathematics
- 9 basic skills through the arts
- 9 science
- 3 other-social studies, developing learning centers, computers in the classroom

1.8 Application of workshop topics in participating schools through classroom demonstrations by: (rank order)
- 12 consultant
- 8 participating project teacher

1.7 Leadership seminar for teachers working with VCU preservice teachers.

9 no response (33%)

Directions for Next Year, 1984-85

Sixty-six percent of the teacher-participants responded to question 47. Of the three choices, the most frequent response was: continuation of the workshop-seminar on trends in teaching (mean of 2.5 out of possible 3), followed by application of workshop topics in participating schools through classroom demonstrations (mean of 1.8) and leadership seminar for working with VCU preservice teachers (mean of 1.7). The topics for the workshop-seminar on trends for teaching most frequently chosen were: approaches to slow learners (21 choices), integrating reading and writing (18 choices),

mathematics (14 choices), basic skills through the arts (9 choices), science (9 choices), and other (3 choices). The most frequent choice for application of workshop topics through classroom demonstrations were by the consultant (12 choices), followed by demonstration by participating project teachers (8 choices). Because of the complexity of this item and nine "no responses", these data should be interpreted cautiously (See Chart XII).

CHART XIII

OUTSTANDING FEATURES OF WORKSHOP-SEMINAR SERIES

N = 27

48. Please note any outstanding features or aspects of the workshop-seminar which you found to be important or relevant.

5 - Consultants were outstanding and well prepared
4 - Listening to presentations by other teachers using strategies
4 - Gained a lot of information
4 - Format (presenting, application, etc.)
2 - Motivation and relevancy
2 - Other

Outstanding Features of Series

Four features or aspects of the workshop-seminar were most frequently noted: outstanding and well-prepared consultants; listening to presentations by other teachers using the strategy; information and knowledge; and the format of presenting, demonstration, application, and sharing. Other aspects less frequently mentioned were: "was motivating", "assignments fit in well with the lecture", "teachers should use audio/visual equipment more often", and "atmosphere was relaxed" (See Chart XIII).

CHART XIV

RECOMMENDED CHANGES

N = 27

49. If such a workshop-seminar is presented again, I recommend the following changes:

20 - Cut from 5 to 3 topics/strategies (structure of workshop-seminar)
7 - Videotaping
5 - Suggested future directions
3 - Application
2 - Outside reading assignments
2 - Other
1 - Scheduling

Recommended Changes

Most recommendations focused on the structure of the workshop-seminar. Suggestions were to: "cut from 5 to 3 topics" (7 comments), "give more time for assignments" (7 comments), "devote more time to strategies of most interest" (2 comments), "too long and drawn out" (1 comment), and "give more time to teachers taking the role of students when consultants demonstrate in class" (1 comment).

The next most frequent set of recommendations focused on the videotaping. Comments and suggestions made were: "use shorter videotapes" (2 comments), "videotaping not as effective as hoped-bad lighting, poor sound" (2 comments), "less videotapes" (1 comment), "videotape in CoTEEP teacher's class instead of non-CoTEEP class" (1 comment), and "not necessary to videotape" (1 comment).

Five suggestions made for future workshop-seminars were: "have class visit a class doing the strategy instead of videotaping" (2 comments), "have

a continuation of interested topics to be shared in individual schools" (1 comment), "have administrators participate" (1 comment), and "allow teachers to videotape with own class" (1 comment).

Specific comments were made about the application phase of the workshop-seminar and the relevancy of the topics for school needs. Suggestions were: "give more information to teachers and let them work the strategy into existing plans when appropriate" (1 comment), "have clearer explanations of assignment by instructors" (1 comment), and "plan more activity time and less teaching time" (1 comment).

Three statements questioned the relevancy of the workshop-seminar to school needs: "course didn't meet school needs-school has strict outline and is departmentalized", "group teachers according to grade level instead of K-Middle", and the workshop-seminar was "geared towards elementary and not middle school".

Two suggestions related to the assigned outside reading: "put books on reserve" and "require critical outside reading". Two additional comments were: "didn't serve purpose as intended", and "teach children how to develop thinking skills". One suggestion regarding scheduling was to end the workshop-seminar in May (See Chart XIV).

Summary

Over three-quarters of the teacher-participants enrolled in the Workshop-Seminar Series, EDU 681: "Investigations and Trends in Teaching" to learn about new teaching strategies. Two-thirds of the participants were currently assigned to four project elementary schools and one-third were working in two project middle schools. Two-thirds of the teachers had

supervised VCU practicums/field placements and one-third had supervised student teachers in the last three years.

Over eighty percent of the teachers liked the breadth of the topics presented by five consultants and preferred the workshop format compared to a half-day workshop or a typical university course. Most teachers perceived support from other building teachers, the school division, and their building administrators. Teachers noted four outstanding features of the Workshop-Seminar Series: the consultants, involvement with other teachers in their building or school division, the acquisition of new and relevant knowledge, and the workshop format. Over half the teacher-participants found concept formation for slow learners and integrating reading and writing were the most useful strategies, however, over one third of the teachers named teacher questioning skills (science) and use of manipulative (mathematics) as the most useful strategy. This perhaps reflects the nature of the teacher population of elementary school teachers (two-thirds) and middle school teachers (one-third). Almost one third considered the strategies on basic skills through the arts and the use of manipulatives to be least useful. The reasons given for these perceptions were related to applicability and perceived "newness" of the information.

Teachers stated which workshop components facilitated their learning about the strategies. Eighty to ninety-five percent stated that the three most important components were: their own applications, other teachers sharing their classroom applications, and other teachers analyzing the videotapes. Sixty-three percent felt seeing the videotaped demonstration and hearing the consultant's analysis of the demonstration helped them learn about the strategy. Almost all of the teachers said students responded positively to their application of the strategy.

Besides acquiring new knowledge, teacher-participants gained additional insights in how students learned, knowledge about individual students, and to a lesser extent, insights on student evaluation. Over three-quarters of the participants learned additional ways to analyze a lesson.

Teachers responded to items relating to the long-term impact of the Workshop-Seminar Series. Almost all of the participants had discussed some of the strategies with non-CoTEEP teachers and planned to develop additional strategies based on the workshop-seminar information. Over ninety percent of the participants felt comfortable in sharing a new strategy with fellow teachers and working with another teacher in developing a classroom strategy. Over eighty percent of the teachers felt comfortable in demonstrating with their students for other teachers and for preservice teachers. Almost 80% of the teachers felt more comfortable in analyzing a preservice teacher's performance after the workshop. Seventy percent of the teachers felt comfortable in sharing a videotape of their own demonstration with other teachers. Fifty-five percent of the participants would like a consultant to observe their application of the strategy. Three-quarters of the teachers gained additional insights about themselves as a professional teacher.

Priorities suggested for 1984-85 workshop-seminar series were: 1) continuation of workshops on teaching trends, especially approaches to slow learners, integrating reading and writing, and mathematics; 2) application of the strategies in the project schools through classroom demonstrations by the consultants and to a lesser extent by project teachers; and 3) leadership seminar for teachers working with VCU preservice teachers. Suggested changes in the format were to investigate more in-depth three strategies (as opposed to five strategies) with more teacher application time provided. Due to the fact that participants noted four outstanding

features of the Workshop-Seminar Series, i.e. consultants, involvement with other teachers in their building or school division, the acquisition of new and relevant knowledge, and the workshop format (presentation, demonstration, application, and sharing), it is assumed these aspects would continue.

CHAPTER 5

SUMMARY AND IMPLICATIONS FOR PROGRAM DEVELOPMENT AND EVALUATION

This Chapter summarizes the accomplishments of the Richmond City Public Schools/Virginia Commonwealth University Collaborative Teacher Education Project in Phase I Planning and Phase II Field-Testing the Workshop-Seminar Series. The accomplishments are based on data collected from the Teacher Questionnaire administered to 27 teacher-participants; the Consultant Interview Schedule conducted with five consultants; the Planning Committee Interview Guide conducted with twelve school, university, Virginia Department of Education project-participants; participant-observation; and documents. All data were collected from May second to June eleventh, 1984. The principles for summative program evaluation are stated. Finally, implications for program development and evaluation are suggested.

CoTEEP Accomplishments

Richmond City Public Schools (RPS) and Virginia Commonwealth University (VCU) established a Planning/Steering Committee to identify mutual goals and concerns and to plan a comprehensive three year teacher education program with a collaborative sequence of teacher education which encompasses preservice and inservice program activities. Inservice teachers and the six project schools have a major role in the education of preservice candidates. School

administrators and inservice teachers, therefore, have a voice and choice in determining the direction and operation of the school-based activities for preservice teachers and of staff development activities as they relate to preservice education. The Planning Committee, which met monthly in 1982-83 and in the fall of 1983, accomplished three tasks: identified the topics for a workshop-seminar series, planned the structure of the workshop-seminar series, and obtained project funding. The Innovative Projects Office funded Phase II, the field-testing of the Workshop-Seminar Series from January-July, 1984, and approved funding for a three year project beginning in July, 1984.

The Workshop-Seminar Series was offered to 30 inservice teachers, five per school, as a university graduate course with three hours of credit. The series, EDU 681: "Investigations and Trends in Teaching" consisted of a series of five workshops, each on a different curriculum area in grades K-8th. The five topics were mathematics, basic skills through the arts, integrating reading and writing, approaches to slow learners, and science. Two-thirds of the teachers were from four elementary schools and one-third of the teachers were from two middle schools. A similar format of presentation-demonstration-application-analysis-sharing was used in all workshops. Each consultant selected a teaching strategy which was applicable to K-8th grades. The strategies were: use of manipulatives in teaching mathematical concepts, use of movement in teaching basic skills, a process and personal model to integrate reading and writing, concept formation strategies for slow learners, and teacher questioning techniques to develop student thinking.

The following points summarize the findings regarding the Workshop-Seminar Series:

1. Both the consultants and teacher-participants said that in general the format "worked." Teachers like the breath of the topics

presented by five consultants and preferred the workshop format compared to a half-day workshop or a typical university course.

2. Teachers stated which workshop components facilitated their learning about the strategies. Eighty to ninety-five percent stated the three most important components were: their own applications, other teachers sharing their classroom applications, and other teachers analyzing the consultants' videotapes. Sixty-three percent felt seeing the videotaped demonstration and hearing the consultant's analysis of the demonstration helped them learn more about the strategy(ies) presented.

3. The consultants were "really pleased" about three short term outcomes. All teachers understood and got excited about each strategy. Over 90% of the teachers developed five different usable strategies. Teachers were aware that there were many alternatives available and began questioning their own instructional approaches.

4. The consultants, teacher-participants, and Planning Committee felt that the most direct impact of the Workshop-Seminar Series was on the teacher-participants with implications for school diffusion. Almost all of the teachers planned to develop additional strategies and had already discussed their own applications with non-CoTEEP teachers. Over ninety percent of the participants felt comfortable in sharing a new strategy with fellow teachers and working with another teacher in developing a classroom strategy, i.e. "coaching" (Bierly and Berliner, 1982). Over eighty percent of the teachers felt comfortable in demonstrating with their students for other teachers. Fifty-five percent of the participants would like the consultant to observe their application of the strategy.

5. The consultants, teacher-participants and Planning Committee saw an indirect impact of the Workshop-Seminar Series on future preservice teacher-participants. Most preservice candidates would already be aware of these strategies from their professional courses. Almost four-fifths of the teacher-participants thought the workshop-seminar would help them better supervise preservice teachers, felt comfortable in demonstrating these strategies to a preservice candidate, and felt more comfortable in analyzing a preservice teacher's performance. Consultants and Planning Committee members thought the workshop format illustrated a "reflective teacher" with a model of "teach and return teach."

6. The strategies found most useful, in rank order, by teacher-participants were: approaches to slow learners (14 comments), integrating reading and writing (11 comments), teacher questioning strategies (9 comments), use of manipulative (7 comments), and movement (5 comments). Strategies were considered useful if they (1) helped the teacher grow professionally, i.e. learned new trends, gained insights in how children learn, heard about new ideas, and (2) directly related to the teacher's content area.

7. Consultants stated that they acquired additional insights about the strategies from teacher-participants, their own use of the strategies in classroom demonstrations, taping a classroom demonstration, and using a videotaped demonstration as an instructional tool.

The following points summarize the findings regarding the collaborative planning for a comprehensive teacher education program:

1. All participants view the functioning of CoTEEP as a collaborative effort. Those directly involved in the planning and implementa-

tion of the project are on the Planning Committee. Concerns and issues are discussed openly and decisions are determined by concensus.

2. The membership of the Planning Committee was expanded in 1983-84 and an alternate selected for each of the participating agencies: RPS central office, six project schools, VCU Teacher Education Division, and Virginia Department of Education. Agendas and minutes are sent to all official and ex-officiol members. As more participants joined the project, communication became important.

3. The roles of the Dean of the School of Education and Assistant Superintendent for Elementary Education, both of whom are not members of the Planning Committee, are crucial. Both individuals made institutional agreements, provided developmental monies, obtained matching funds, and serve as advocates of the project to external groups and within their own institutions. Both individuals supported the idea of testing a small scale model with the potential for dissemination to other schools and institutions.

4. All participants view the collaborative planning model as a more effective approach to teacher education than prior cooperative arrangements. There will be less duplication, more school-based practice time, and more articulation of the target behaviors and attitudes of preservice candidates which should lead to a "better student teacher experience" and a "better first year teacher." Some participants specified exactly how preservice participants would differ from those candidates who did not participant in CoTEEP, but few had thought about how to evaluate such outcomes. Some participants noted that a thorough evaluation of the entire project would contribute to the body of knowledge on teacher education and facilitate the dissemination of a

collaborative model. Some disadvantages were also noted: (1) extensive coordination time necessary to implement a complex project; 2) unusual amount of preparation time required of consultants (Emons, 1983); and (3) a concern that the plans might "break down" at school level implementation.

Principles For Evaluation of CoTEEP

The following principles, initially presented at the June 4th, 1984, Planning Committee meeting, will guide the evaluation of CoTEEP.

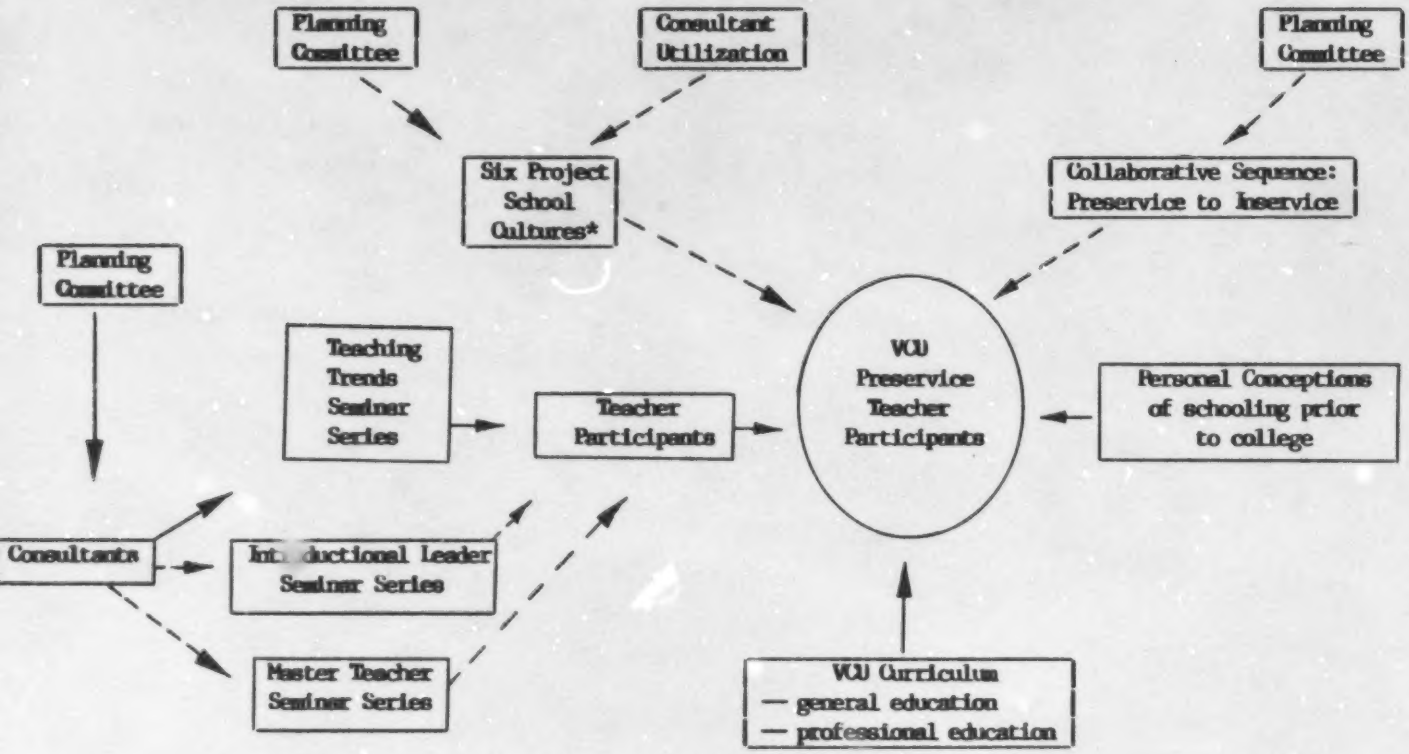
1. The evaluation effort will serve two purposes. One purpose is to collect and analyze valid and reliable data to provide systematic feedback at appropriate times to the Planning Committee and others during the three year project. A second purpose is to understand and articulate the process of project implementation and the outcomes to internal and external audiences interested in teacher education. Because evaluation research helps to determine the merit and worth of a practice, the standards of merit and worth are those of the project participants rather than those of the evaluator or some external group (Lincoln and Guba, 1980). The evaluation effort should serve as a support system for program development rather than a separate entity independent of the project or hastily tacked on as an after thought.

2. The audiences for the annual evaluation reports are three institutions: Richmond City Public School Division, School of Education of the Virginia Commonwealth University, and the Innovative Projects Office of the Virginia Department of Education. A potential fourth audience are those institutions and groups in Virginia and in the nation who may adopt the model of a collaborative teacher education program.

The process for completion of the annual reports is as follows. The first three drafts will be written by the Evaluation Specialist. These drafts are necessary to provide a balanced, technically accurate, and readable report. The fourth draft, with a request for critical comments and suggestions for revision, will be given to each Co-Director. Each Co-Director will be asked to obtain additional reviewers. The final report (fifth draft) will be based on the reviewers comments; however, the Evaluation Specialist will take full responsibility for the interpretation of the data to meet the information needs of all audiences. The Evaluation Specialist will write a brief executive summary of each report which may be distributed by the Co-Directors to selected audiences.

3. The evaluation focus is the collaborative teacher education program and the primary target group is the preservice teacher-participants. Most data collection activities for summative evaluation will center on the preservice teacher candidates rather than the inservice teachers or consultants. Both ethical and legal considerations prevent the focus on teacher/professor evaluations which are internal to each organization and used for personnel decisions of tenure, non-renewal of contract, and promotion (Strike and Millman, 1983). Thus, the focus is on the teacher education program rather than teacher effectiveness or teacher evaluation as currently defined by research or school/university practices. Teacher effectiveness will be assessed only to the degree that certain behaviors, cognitive processes, attitudes, or values are related to the Co-TEEP objectives. Figure 1 schematically illustrates this focus.

FIGURE 1
INSERT ABOUT HERE



———— Component in operation, June 1984

- - - - - - - - Component to be implemented

* school culture: Program, organizational structure, students, community, rules and regulations, roles and norms, staff (faculty, administation, non-teaching staff).

FIGURE 1: EVALUATION FOCUS FOR Co-TEEP SUMMATIVE EVALUATION

The focus on preservice-teacher participants is only for the evaluation effort. The Planning Committee has in Phase II and may continue in subsequent phases of the project to focus on the inservice teacher as the major role model for preservice candidates.

4. The evaluation designs and methodologies should be selected with an awareness of:

a. previous research and evaluation of teacher education programs, staff development programs, and possibly organizational change.

b. the Virginia Beginning Teacher Assistance Program which will be field tested in 1984-85 and in operation by fall, 1985.

c. the existing data collected by VCU School of Education on preservice teacher candidates.

d. data collection procedures and instruments used by other university-based education programs such as Michigan State University (Book, Byon, and Freeman, 1983).

e. data collection procedures and instruments used to assess teacher performance in other states such as the Handbook of the Florida Performance Measurement System, (1982).

f. standards and resource information of the American Association of Colleges for Teacher Education such as Dr. Smith, ed., Essential Knowledge for Beginning Teachers, (1983) and Educating a Profession: Profile of a Beginning Teacher, (1983).

5. The evaluation designs and methodologies should meet research criteria of validity and reliability as much as possible within the limitations of evaluation resources, acceptability by both institutions, and other criteria. It is suggested that each report contain both qualitative and

quantitative data obtained by several methodologies and from many sources. Possible sources are the preservice and inservice teachers, the consultants, the Planning Committee, significant others, and official documents and records. Possible methodologies are questionnaires, structured interviews, structured observations, and content analysis of preservice teachers' logs or journals.

6. The major concepts important in the Co-TEEP pilot study proposal should guide the evaluation effort. The concept of collaboration is operationally described in the Co-TEEP proposal, pages 2-3 and in Attachment A: Roles and Responsibilities of Participating Groups (pp. 1-4). As the project is implemented, it may be necessary to adjust these roles to a conceptual definition of collaboration rather than an operational description.

A second major concept, teacher education, is schematically described in the Co-TEEP proposal for preservice teacher education as "a continuum in a planned sequence of supervised preservice to inservice" program activities (p. 12) and includes "observations, field placements, practicum, clinical experiences, and first year teaching." The underlying concept, "a shared conception of teacher education as a developmental process" will need further specification to guide the evaluation effort, especially the expectations and outcomes at different stages of the developmental process.

One possible method to promote dialogue and to guide programmatic decisions is to analyze the evolving collaborative teacher education activities in terms of Kenneth M. Zeichner's, "Alternative Paradigms of Teacher Education" (1983). Zeichner discusses four paradigms, i.e. "a matrix of beliefs and assumptions about the nature and purposes of schooling, teaching, teachers, and their education that gives shape to specific forms of practices in teacher education" (p. 3). The four paradigms are "behavioralistic",

"traditional-craft", "personalistic", and "reflective action" or "inquiry-oriented". The four paradigms differ in the goals of teacher education and in the priorities of content knowledge, technical skill in teaching, teacher development, and criteria for success. The four orientations also differ in "the degree to which the curriculum of the teacher education program is specified in advance" and in the view of "the institutional form and social context of school" as "problematic" (open to change) or "certain" (closed to change) (p. 7).

Implied in each paradigm is a conception of teaching. A major task of the evaluation effort is to articulate the conception of teaching which is implied in the Co-TEEP evolving program and to design evaluation procedures which assess the programmatic manifestations of this concept. The problem was succintly stated in the Co-TEEP proposal for the pilot study (December, 1983).

> The importance of the conceptualization of teaching proficiency can easily be seen by even a casual reading of the executive summaries of Andrews Associates, A proposal for a research design and operating procedures for the Virginia Beginning Teacher Assistance Program (1983) and T. Wildman, et. al., A conceptual model and procedures for the Beginning Teacher Assistance Program (1983). Because Co-TEEP is a cooperative teacher education project with university professors, preservice teachers, and inservice teachers working collaboratively in the application, assessment, and modification of instructional strategies, the guidelines suggested in the Wildman executive summary are relevant. Phases and Emphasis in Professional Teacher Development (Figure 3.1, p. 13) specifies the developmental nature of the entire process from professional preparation (preservice) through career teacher (master teacher). Specific teaching behaviors are not ignored, but these are viewed as indicators of teacher decision-making in a professional role. The Wildman report makes two suggestions consistent with this conceptualization of teaching and beginning teacher induction. These are quoted below.
>
> > "Two general principles are especially important and should be reiterated here. Our first principle is that the self-actualizing teacher is a problem solver and decision maker. It follows, then, that activities such as identifying concerns, weighing and choosing alternatives, implementing

> solutions and evaluating outcomes do not simply represent a set of preferred but nonessential teacher behavior, but rather they reflect vital aspects of the teacher's role. Consequently, decisions about teacher certification, should evolve from a consideration of whether the teacher can engage in some agreed upon level of reflective thinking and purposeful action. At the same time, information about whether the teacher can reproduce some prescribed set of teaching behaviors represents an insufficient basis for certification decisions. Based on this logical framework, a program of teacher assistance must, through its orchestration of personnel, processes, and products, encourage and support the teacher's use of decision-making processes.
>
> The second principle is that learning to teach is a developmental process. As such, a teacher's professional growth is encouraged when processes and personnel function are bridged between a beginning teacher's current state of professional development and some more advanced state..." (p. 20)

Although the Wildman report does not speak directly to the instructional leadership proficiency, the conceptualization of teaching contains implications. The construct of instructional leadership is related to that of teaching proficiency but it is not synonymous. (Co-TEEP proposal, Attachment B: Evaluation, pp. 6-7)

Implications

The findings from the formative evaluation of Phase II of CoTEEP suggest the following implications:

1. Consistent criteria for inservice teacher selection for a three year project need to be developed and applied. The criteria should reflect the goals of CoTEEP, i.e. to work in different capacities with preservice and inservice teachers within the six project schools. Possible criteria suggested were: not limited to the top quarter of the teachers, not those participanting in the division Improvement Program, and not limited to those with an advanced degree. Criteria most frequently stated were: desire to be involved in a three year project with an understanding of the expectations, a history of professional growth or receptive to new ideas, at least three years teaching experience, and certain teaching skills.

2. The topics and the structure for the 1984-85 Workshop-Seminar Series should recognize both the differences and commonalities within the project schools. There are differences in school needs, especially the differences in elementary and middle schools. On the other hand, there are commonalities among all six project schools who will be field placements for VCU preservice teachers in 1984-85. Most teacher-participants suggested three strategies per semester were sufficient and more flexibility in application time would be helpful.

3. A key role in the project, the building administrator who coordinates the preservice and inservice activities within the six project schools, needs to be clarified. Because the collaborative intent of the project differs from prior cooperative arrangements, the previous role of this administrator may need to be redefined.

4. The planned sequence of preservice education from field placement, to practicum, to clinical experiences, to first year teacher is not yet articulated to all project participants. The specific, yet common, activities which will occur within each project school and the expected outcomes for preservice candidates need to be developed and communicated to inservice teacher-participants, consultants, and preservice candidates. In addition, the university-based professional education curriculum needs to be articulated with the expected outcomes for preservice candidates to school-based participants and to the consultants. This information is essential for the implementation of the project and for the summative evaluation design.

5. The Planning Committee should appoint the Evaluation Specialist as an ex-officio member and an Evaluation sub-committee to determine evaluation needs, to critically appraise the validity and reliability of existing instruments and procedures for the Co-TEEP evaluation, and to facilitate

data collection. It is suggested that the committee collectively have knowledge of the personnel policies of each institution, the Co-TEEP programmatic activities, and research design.

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APPENDICES

Appendix A Planning Committee Interview Guide

Appendix B Consultants Interview Schedule

Appendix C CoTEEP Questionnaire

PLANNING COMMITTEE INTERVIEW GUIDE
May, 1984

Name: _____ **Date:** _____

Position: _____ **Time:** _____

Introduction: I understand from talking to several VCU people that the Planning Committee has been working on some form of a collaborative teacher education project since 1982. I was assigned to do formative evaluation and to propose a summative evaluation design for the CoTEEP project. I'm really amazed at how much work has gone into the collaborative planning and implementation of the workshop-seminar. I need your insights and perceptions regarding what you see as the project goals, how the collaboration has worked - its accomplishments and difficulties, identified needs for next year, ideas regarding long term outcomes, and how to evaluate these long term outcomes. All data is confidential and only verified findings will be reported.

1. How long have you been involved in the collaborative planning?

Collaborative Planning

I've read all of the agendas and the progress reports of the Planning Committee and they indicate a commitment to the project and the process, but I'm missing some of the flavor or interactions in the brief reports.

2a. Can you fill me in on what has really happened?

2b. How are decisions or actions arrived at?

2c. Who identifies the issues or sets the agendas?

2d. Has attendance by the representatives of the collaborating agencies affected the planning process?

Field Testing Phase II

It's my understanding that since January the project has been field testing the Workshop-Seminar and the field experiences of preservice teachers.

3a. What were the most difficult aspects to implement?

3b. Were there any unexpected difficulties that the committee had to respond to in implementing the project? If so, what?

3c. Were there any unexpected opportunities that the Planning Committee took advantage of? If so, what?

Workshop-Seminar Content

4a. How were the topics (math, basic skills through the arts, integrating reading and writing, approaches to slow learners, science) selected?

4b. How do you think the topics should be selected for 1984-1985?

Inservice Teacher Selection

5a. How were teachers selected to participate in the workshop?

5b. Would you do it this way again for next year? Why or why not?

Short Term Impact on Teachers

How did you expect the teachers to be different from having participated in the workshop-seminar?

6a. Teaching application:

6b. Teacher decision-making in:

_____ planning:

_____ using strategies:

_____ evaluation of students:

6c. Working with VCU preservice teachers:

6d. Serving as a demonstration teacher or instructional leader in their school:

Unexpected Consequences

7. Do you know of any unexpected results or spill-over effects? If so, what? (sharing ideas among teachers, etc.?)

Pre-Service Teachers: Short Term Impact Expectations

8. I understand that VCU preservice teachers did not participate this year in the project. If they had, what short-term benefits did you expect them to gain from participation?

Consultants

9a. What impact did you expect the project to have on the consultants? (i.e., things they learned or insights gained from videotaping or conducting the workshop.) If so, what?

9b. Do you know of any impact on the consultants? If so, what?

Long-Term Project Impact

If the project were implemented as planned for the next three years with a workshop-seminar for another 30 teachers, with preservice teachers participating, and consultant resources utilized, what do you see as the long term effects of the project?

10a. For VCU preservice teachers: How do you see the preservice teachers as being different after two years in the project than if they had not participated in such a project? (Beginning Teacher Assistant Program? Certification?)

10b. For inservice teachers: How do you see the participating teachers as being different after three years in the project? (Instructional leadership seminar? Teacher educators? Merit pay issue?)

Summative Evaluation

Do you have any ideas on how to evaluate these effects or outcomes on:

11a. VCU preservice teachers? If so, what?

11b. Inservice teachers? If so, what?

Comparison of Models of Teacher Education

You have probably participated in other models of teacher education such as half-day or whole day in-service training workshops or teachers taking a course at a university where there may or may not have been any formal cooperative planning.

12a. Do you see any advantages to this approach in comparison to other models?

12b. Do you see any disadvantages to this approach to other models?

Immediate Needs

What immediate planning needs are you aware of that the Planning Committee should know about?

13a. Given a choice of groups to work with next year, rank order the following:

____ a. a new group of 30 teachers

____ b. select by some agreed upon procedure 2 or 3 per building from this year's teachers from each school

____ c. continue with the existing 30 project teachers

13b. If these 30 teachers or some of these 30 teachers were to continue in the project next year, which of the following do you think the project should provide?

____ a. more in-depth knowledge and skills on recent teaching strategies

____ b. instructional leadership training and practice

____ c. equal emphasis to both

13c. If teachers are selected for instructional leadership training, what criteria would you suggest or how would you do it?

13d. For Principals or Curriculum Specialist: If you applied this criteria to the five teachers from your school, how many of the five would be selected?

Survey Questions

14. Are there any questions you would like to see asked on a survey questionnaire given to these teachers?

Thank you for your time and I really appreciate your insights and suggestions.

Summary Notes:

CONSULTANTS INTERVIEW SCHEDULE

Name: _____ **Date:** _____

Topic: _____ **Time:** _____

Introduction: I was assigned to do formative evaluation and to propose a summative evaluation design for the CoTEEP project. I have read the project materials but I was unable to attend any presentations or meetings because of my course schedule. I would like you to tell me what you did this semester in CoTEEP and your perceptions of what was suppose to occur and what actually did occur. I'm also trying to give feedback to the Planning Council on any suggestions you might have. All data is confidential and only verified findings will be reported.

Overview of Consultant's Sessions

1. I've read your materials you passed out, but I'd rather you told me what happened in the three sessions.

____ pass outs

____ videotaping

____ session 1

____ session 2

____ session 3

____ follow-up, evaluation conferences

Impact on Teachers

How did you expect the teachers to be different from having participated in your part of the workshop seminar?

2a. teaching application:

2b. teacher decision-making in:

____ planning:

____ using strategies:

____ evaluation of students:

Teacher Difficulties

3. What did you expect the teachers to have most difficulty?

Unexpected Consequences

4. Do you know of any unexpected results or spill-over effects?

Survey Questions

5. Are there any questions you would like to see asked on a survey questionnaire given to these teachers?

Consultant's Techniques

6. I'm curious. What did you learn about the ideas or teaching strategies you presented to this group? Useful? Practical? Impossible?

Comparison of Models of Teacher Education

You have participated in other models of teacher education such as half-day or whole day in-service training workshop or teachers taking a course at a university where there may or may not have been any formal cooperative planning effort.

7a. Do you see any advantages to this approach in comparison to other models?

7b. Do you see disadvantages to this approach in comparison to other models?

7c. If pre-service teachers had participated, do you see an advantages to them?

Planning Committee Feedback

8. What unanticipated problems, identified needs, or suggestions do you have which would be useful to the Planning Committee?

THANK YOU FOR YOUR TIME AND I REALLY APPRECIATE YOUR INSIGHTS AND SUGGESTIONS.

Summary Notes:

CoTEEP QUESTIONNAIRE
EDU 681: "Investigations and Trends in Teaching" Workshop-Seminar
June, 1984

Your responses to this questionnaire will help evaluate the workshop-seminar phase of the Collaborative Teacher Education Project (CoTEEP) and help determine the activities for next year. There are no right or wrong answers. All information will be kept confidential. Thank you for your cooperation.

Check highest degree. ____ Bachelor's degree
____ Master's in _____
____ Advanced Certificate in _____

My last graduate course in education was taken in _____ (year).

My current teaching assignment is _____.
(grade and/or subject/program)

I supervised VCU practicum and/or field placement students during the last three years (Check one).
_____ Yes _____ No

I supervised a student teacher during the last three years (Check one).
_____ Yes _____ No

For each of the following statements, please check the column which most closely represents your opinion. The term "consultant" refers to the university professors who participated in the workshop-seminar. The term "pre-service teacher" refers to any VCU practicum, field placement or student teacher.

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. I enjoyed taking a university course with only Richmond City teachers.	___	___	___	___
2. Taking the workshop-seminar with four other teachers from my building was beneficial to me.	___	___	___	___
3. My building administrator(s) was (were) interested in what I was doing in the workshop-seminar.	___	___	___	___
4. I liked the topics because they touched on most parts of the school curriculum.	___	___	___	___
5. Each part of the workshop-seminar was beneficial to me: presentation and passouts, videotaped demonstration, my application, analysis of my application, and sharing my application with others.	___	___	___	___
6. I enjoyed having 5 different consultants in one course.	___	___	___	___
7. The purpose of showing a videotape demonstration is to judge the consultant.	___	___	___	___
8. The consultant's videotape helped me understand how to apply the strategy with students.	___	___	___	___
9. The tape helped me to see how the consultants analyzed their demonstrations.	___	___	___	___
10. It helped me to hear how other teachers analyzed the videotapes.	___	___	___	___
11. I learned more about the strategy when I applied it myself in a classroom.	___	___	___	___

	Strongly Agree	Agree	Disagree	Strongly Disagree
12. I had adequate time to use the strategy with students.	___	___	___	___
13. I found it difficult to figure out why a strategy "worked" or did "not work" with my students.	___	___	___	___
14. I gained additional insights about the strategy from other teachers sharing their classroom applications.	___	___	___	___
15. Many of the principles of teaching emphasized in the workshop-seminar are applicable to all school subjects.	___	___	___	___
16. The workshop-seminar met my expectations.	___	___	___	___
17. I have more knowledge about some recent teaching trends because of the workshop-seminar.	___	___	___	___
18. I prefer workshops which focus more in-depth on one or two teaching strategies rather than five strategies.	___	___	___	___
19. I would like the consultants to observe my application of the strategy.	___	___	___	___
20. The workshop format (presentation-demonstration-application-analysis-sharing) is more beneficial than a half-day workshop of presentation/lecture.	___	___	___	___
21. The workshop format (presentation-application-analysis-sharing) is more beneficial than the typical university course.	___	___	___	___
22. The teaching strategies presented by the consultants were "new" to me.	___	___	___	___
23. I found most students responded positively to these "new" strategies.	___	___	___	___

	Strongly Agree	Agree	Disagree	Strongly Disagree
24. In using the strategies, I gained additional insights about my students as individuals.	___	___	___	___
25. In using the strategies, I gained additional insights about how my students learn.	___	___	___	___
26. In using the strategies, I gained additional insights about how to evaluate students.	___	___	___	___
27. I already knew how to plan a lesson with most of these strategies.	___	___	___	___
28. I gained additional insights about how to analyze a lesson from the workshop-seminar.	___	___	___	___
29. I gained additional insights about myself as a professional teacher from the workshop-seminar.	___	___	___	___
30. Next year I plan to develop additional teaching strategies based on what I have learned.	___	___	___	___
31. I discussed some of the strategies with teachers not in the workshop.	___	___	___	___
32. I shared the work my students completed (when I applied the strategy) with teachers not in the workshop.	___	___	___	___
33. I shared some of the consultants' passouts with teachers not in the workshop.	___	___	___	___
34. I discussed with an administrator or team leader ways to share with other teachers what I learned.	___	___	___	___
35. I knew before the first workshop-seminar meeting that it was part of the CoTEEP project.	___	___	___	___
36. This workshop-seminar will enable me to better supervise preservice teachers.	___	___	___	___

	Strongly Agree	Agree	Disagree	Strongly Disagree
37. I would feel comfortable in demonstrating these strategies with my students to preservice teachers.	___	___	___	___
38. I feel more comfortable in analyzing a preservice teacher's performance after this workshop.	___	___	___	___
39. I feel comfortable in sharing a strategy I learned with my fellow teachers.	___	___	___	___
40. I feel comfortable in cooperatively working with another teacher in developing a classroom strategy for them to use.	___	___	___	___
41. I feel comfortable in demonstrating with my students for other teachers to observe.	___	___	___	___
42. I feel comfortable in sharing a videotape of my classroom demonstration with my fellow teachers.	___	___	___	___
43. The purpose of showing a videotape demonstration to teachers is to learn how to analyze and constructively criticise the strategy.	___	___	___	___

44. A. Of the five strategies you applied, which ones were most useful?

_____

_____

_____

B. Why? _____

_____

_____

45. A. Of the five strategies you applied, which ones were least useful?

_____

_____

_____

B. Why? _____

_____

_____

46. I enrolled in the workshop-seminar to (Check the most important reason):

_____ attend a course with other teachers from my building
_____ satisfy an administrator request
_____ obtain free-of-charge 3 hours of graduate credit
_____ learn about new trends in teaching
_____ learn to better supervise preservice teachers
_____ other: _____

47. We need your preferences for next year. Please rank order your first choice (1), second choice (2), and third choice (3).

If follow-up workshop-seminars such as those listed below were offered, which would you choose?

_____ A. Continuation of the workshop-seminar on trends in teaching: Check as many topics as you are interested in.

____ mathematics
____ basic skills through the arts
____ integrating reading and writing
____ approaches to slow learners
____ science
____ other: _____

_____ B. Application of workshop topics in participating schools through classroom demonstrations by (Check one):

____ consultant
____ participating project teacher

_____ C. Leadership seminar for teachers working with VCU preservice teachers.

48. Please note any outstanding features or aspects of the workshop-seminar which you found to be important or relevant.

_____
_____
_____
_____

49. If such a workshop-seminar is presented again, I recommend the following changes:

_____
_____
_____
_____